This framework has been developed by NES AHP Advanced Practice Musculoskeletal Short-Life Working Group under the guidance of Dr Cathy Bulley, Senior Lecturer, Queen Margaret University, Edinburgh.
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Foreword

The increasing demand for musculoskeletal services has required the National Health Service (NHS) to re-evaluate how it uses its staff and to develop a more flexible use of its workforce. In modern healthcare, skills are no longer unique to one professional group and there is a growing blurring of professional boundaries. The National Delivery Plan for AHPs (2012) outlines the pivotal role Allied Health Professionals (AHPs) have in contributing to service redesign and the achievement of performance targets. This is particularly evident where AHP advanced practice has become integral to the development of sustainable and affordable multidisciplinary teams, with tasks and responsibilities shifting between professions and non-medical leadership of pathways of care emerging.

The socioeconomic impact of musculoskeletal conditions is considerable. Allied Health Professionals are in a unique position to understand all aspects of the musculoskeletal care pathway and the person experience of services provided. In order that advanced AHP practitioners can maximise their potential it is essential that they have the knowledge, skills and attributes to inspire innovation and embrace new ways of working. We therefore very much welcome this document and supporting tools. It is an excellent resource and provides:

- A resource for clinicians currently undertaking advanced practice roles who wish to develop and enhance their knowledge and skills.
- A range of competencies for advanced musculoskeletal clinicians to facilitate the integration of clinical, leadership, teaching and research attributes.
- A directory of learning opportunities and activities to support the Knowledge and Skills Framework.
- Progression from the Senior AHP Education and Development Framework and a resource for clinicians considering progression towards AHP advanced practice roles.
- Guidance for leaders and managers wishing to establish AHP advanced practice roles and to aid the future development of job specifications.
- Direction for Higher Education Institutions (HEIs) looking to develop courses and training to support clinicians undertaking AHP advanced practice roles.

We view this framework as an important milestone in the evolution of AHP musculoskeletal services and it will further enhance the service AHPs provide for service users.

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Introduction

This education and development framework was developed by NHS Education for Scotland (NES) in partnership with representatives from the Allied Health Professions (AHP) Directors and Leads Scotland Group (ADSG) and the NES AHP MSK Short-Life Working Group.

Development of the framework was a recommendation which came out from a preliminary scoping exercise of AHP Advanced Practice (AP) in the delivery of musculoskeletal services undertaken by NES in 2009. This was undertaken to identify the roles being undertaken by Advanced Practitioners working in MSK services, support and preparation for the role and current and future learning and development needs.

Data was gathered from AHP directors/leads clinicians working solely in MSK services in extended, advanced practice and consultant roles. Data was collected by questionnaires and telephone interviews.

The results from the scoping exercise identified there was little consistency in:

- The titles given to AHPs working at AP levels
- The roles and responsibilities undertaken by AHPs
- The preparation and support given to undertake or to prepare to take on an AP role

Results of the initial scoping also suggested variations in practice across and within professions and a range of different levels of guidance to practitioners undertaking the role. Some professions referred to guidance given from their Professional Bodies whilst others were uncertain with little guidance being available.

Although the results of the scoping exercise identified support and education and training available to support AP roles this tended to have a strong focus on the clinical pillar of practice. Practitioners highlighted that it was more difficult to access support to develop knowledge and skills in the other pillars of practice – facilitating learning, leadership and research. There appeared to be no consistency in the guidance given for preparation and career planning to undertake the AP role. Commonly there was an opportunistic and ad hoc informal workbased learning approach to education and development. This approach tended to rely on locally delivered training by medical consultants and shadowing rather than on a formalised systematic approach resulting in wide variations in the preparation and development of APs across NHS Boards and professional groups.
This framework aims to address the key issues highlighted in the scoping exercise and identifies the skills and capabilities expected of AHPs working in AP roles within MSK services for each of the four pillars of practice.

Who is this framework for?
This framework is written to support the following AHPs involved in delivery of MSK Services

- Occupational Therapists
- Physiotherapists
- Podiatrists
- Orthotists/Prothetists
- Radiographers

In addition it will inform and guide managers in both supporting existing APs and in succession planning by providing useful guidance to assist in developing PDPs and when making a case for the provision of educational opportunities for staff. The Framework will also inform the strategic development of learning and development opportunities by different education providers e.g. Higher Education Institutions (HEIs).
Background and context

In recent years the practice of Allied Health Professionals (AHPs) has developed and expanded dramatically (National Leadership and Innovation Agency for Healthcare, 2010). This has been particularly evident in the Musculoskeletal (MSK) field, as practitioners have acquired knowledge and skills beyond those initially considered to be core practice for the professions concerned (Rutter, in Syme, 2009).

One of the key drivers for expanding the scope of practice of AHPs in Scotland has been the need to improve access to services, reduce waiting times and improve the patient journey and in so doing enhance patient and carer experience.

The Scottish Government outlines in ‘Better Health, Better Care’ (2007) their vision to improve and develop NHS Scotland highlighting the need to provide high quality, safe and effective patient-centred care and introduced a new national waiting time guarantees.

In February 2008, the Scottish Government published a National Plan outlining a programme designed to deliver an 18 Week Referral to Treatment (RTT) Standard by December 2011 (Scottish Government 2008).

The plan focuses on improving patient experiences and the efficiency of MSK services through redesign of the entire system, and thereby the pathway from point of initial contact, to return to work or purposeful activity (Scottish Government, Health Works, 2009). It also highlights that an integrated approach to service redesign and workforce planning will be required in order to achieve, maintain and improve the 18 Week RTT. Service improvement and redesign have provided opportunities for AHPs to develop new and expanded roles.

A more integrated approach has the potential to address the cost of unnecessary appointments and superfluous steps in the patient journey that may impact negatively on overall clinical outcomes, such as delays in care.

Many AHPs in Scotland piloted and contributed to the evidence base highlighting the potential benefits of access to a self referral pathway for MSK patients (Holdsworth et al., 2006; 2007; 2008).

There are many instances in which AHPs have been pivotal to service redesign and the achievement of performance targets. This is particularly evident where AHP advanced practice has become integral to the development of sustainable and affordable multidisciplinary teams, with tasks shifting between professions and non-medical leadership of pathways of care emerging. Examples include AHP-led musculoskeletal services. (The National Delivery Plan, Scottish Government 2012).
How do we define advanced practice?

In many redesigned MSK pathways AHPs are the initial point of access for patients with referral onto diagnostic services and secondary care as required. Leadership and management of these services underline the need for AHPs working in AP roles to have or be working towards advanced knowledge and skills in the 4 pillars of practice – clinical skills, leadership, facilitating learning and research and evaluation.

Shapiro (2009) highlighted that the AP role is most often clinical in focus and by making AHPs the first point of contact it seeks to release medical staff to manage and treat highly complex cases. By maximising the potential of the whole team local services can be developed which respond to needs in a more client-centred way.

As services strive to improve to meet local need AHPs have extended their role from activities once considered core to advanced or extended roles. However Miller et al (2009) highlighted the development of capabilities required by those working in innovative roles were predominately self initiated and self funded with no national consistency to role development. These results which were mirrored a year later by the NES scoping of AHPs in AP roles in MSK services in Scotland.

Currently defining the roles and responsibilities of an AP and what they can do is heavily influenced by a number of factors including settings, the level of acceptance by medical staff and other colleagues and the guidance and acknowledgement given by employers, organisations and Professional Bodies (Shapiro, 2009).

Miller et al (2009) advocates to take on this role APs require to demonstrate high level of capabilities to be safe and effective and enable services and teams to optimise the quality of service provision and enhance the experiences of patients and carers.

Both Miller et al (2009) and Shapiro (2009) emphasise in the development of the AP roles it is essential to ensure that:

- The responsibilities and aims of the role are clear within and across the organisation
- There is adequate support for the role from management and from colleagues

Not only is it important that existing APs receive support to maximise their capabilities to reach an appropriate level but support and development opportunities are given to APs of the future to support and enhance succession planning.
**How do we define advanced practice?**

**Definition**
The definition of Advanced Practice by Skills for Health (2009) was adapted for use in the context of AHP Musculoskeletal Services. In the past these roles have also been known as Extended Scope Practitioners (ESP) and Specialists.

“Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high level which is supported by evidence. They perform a highly complex role and continually develop practice within Musculoskeletal Services.”

Advanced Practitioners will work at level 7 on The Career Framework for Health.

**What is the Career Framework for Health?**
The Career Framework for Health (appendix 1) is a 9-level framework to support workforce development and career planning (Skills for Health, 2006 and Scottish Government 2009). Roles are grouped according to their level of complexity and responsibility in practice and the level of experience and learning required to carry them out. Each level is clearly labelled, from ‘Support Worker’ through various levels of practitioners, to ‘Senior Staff’. It provides a useful visual tool to help individuals plan their career paths more easily. By grouping jobs within a career ladder, the framework shows how different jobs build on one another to allow progression up and across that ladder.

**Level of practice expected of an AP**
Advanced practice should be viewed as a ‘level of practice’ rather than a specific role and it is not exclusively characterised by the clinical domain but includes those working in research, education and management/leadership roles. (NHS Education for Scotland, 2008).

It should be noted that advanced practitioners may be viewed as specialists or generalists.

**Level of learning expected of an AP**
The threshold level of learning expected for Advanced Practitioners is level 11 (Masters) on the Scottish Credit and Qualifications Framework (2009).

Development of relevant capabilities is likely to take place through informal and formal learning, and therefore evidence of the high standard achieved may be approved e.g. through University accreditation of modular studies or may require justification for example, within a portfolio.
What are the benefits of this framework

Development of this Education and Development Framework will promote a more consistent approach to the development of current and future APs. It aims to help address the support, educational and development issues and some of the key challenges in implementing the AP role raised in recent studies (Miller et al 2009 and Shapiro 2009) and which were reflected the NES Scoping Exercise (2010). It aims to provide national guidance to enable APs to meet the levels of practice and levels of learning expected of an Advanced Practitioner working at Level 7 as defined in The Career Framework for Health (2009). The Education and Development Framework aims to ensure that AHPs and managers are able to plan staff development activities to ensure the workforce is ready to maximise opportunities which support service redesign at national and local levels.

It will:

- provide appropriate guidance for AHPs currently working at advanced practice level and those aspiring to this role
- help AHPs identify their learning needs and guide them in accessing appropriate and relevant learning opportunities to develop their role within the service and support their evidence gathering for HPC and PDP’s. Guidance on relevant educational solutions to meet the development needs within the four pillars of practice are shown in Appendix 2.
- be useful for managers and organisations to inform them of their staffs’ development needs and succession planning to enable their future workforce to be fit for purpose
Structure of the Education and Development Framework

This framework provides a robust structure for articulating the capabilities expected of existing AHP Advanced Practitioners in MSK and provides a structure for career progression to become an advanced practitioner, across the four pillars of practice. It can be used by APs to map and evidence their existing capabilities and identify development needs.

Therefore, as well as enabling and supporting change in capabilities to reflect the evolving role of the AP, it is envisaged the framework will also support practitioners, managers and workforce planners prepare staff for and respond to service redesign.

What do we mean by capability?
The term ‘capability’ is defined as: “an integration of knowledge, skills, personal qualities and understanding used appropriately and effectively – not just in familiar and highly focused specialist contexts, but in response to new and changing circumstances” (Stephenson, 1998, p.2).

Capability describes the extent to which an individual can apply, adapt and synthesise new knowledge from experience and continue to improve performance (Fraser & Grenhalgh, 2001).
The four pillars of practice and ‘integration of capabilities’

The Framework for Advanced Midwifery and Allied Health Professional Practice in Wales (National leadership and Innovation Agency for Healthcare, 2010) which was adapted from Supporting the Development of Advanced Practice – A Toolkit Approach (NES, 2008) describes the capabilities associated with Advanced Nursing Practice presented under four over-arching themes that articulate advanced practice and reflect the different spheres of advanced practice, defined within this document as four pillars of practice., (see Figure 1). Three of these are likely to have similar characteristics for AHPs who work at an advanced level in different services and professions: Facilitating Learning, Leadership and Research, and therefore are transferable across all scopes of practice.

It is expected that an Advanced Practitioner would be working towards demonstrating capabilities within each of these pillars of practice on entry to the role. However, each role differs and is likely to be locally defined. Differences are likely both between professions and within professions – in relation to the balance of requirements within each of the pillars of practice.

Figure 2. Illustration of the potential for the balance of each ‘pillar of practice’ to vary within different roles

Figure 1. Illustration of the ‘four pillars of practice’

(Adapted from: National Leadership and Innovation Agency for Healthcare, 2010)
The four pillars of practice and ‘integration of capabilities’

It is important for each individual Advanced Practitioner to analyse their role within all pillars of practice when identifying development needs. This will enable them to prioritise their CPD requirements. An AHP Advanced Practice Musculoskeletal Development Needs Analysis Tool (DNAT) has been developed to support this process: http://www.ahpadvancedpractice.nes.scot.nhs.uk/framework/dnat.aspx

Some capabilities are relatively specific to a single pillar of practice; for example, within the ‘research pillar of practice’ you can find guidance in relation to specific capabilities such as locating, critically analysing and synthesising clinical evidence, and reaching conclusions about impacts on practice. However, there are roles that an Advanced Practitioner may perform that integrate capabilities from different pillars, such as facilitating evidence based practice, acting as an adviser and managing information.

For example Facilitating Evidence Based Practice is not solely linked to one’s clinical role. The AP is expected to use robust evidence to support their role in facilitating learning with students and other members of the healthcare team, in their approach to leadership and management and in underpinning their role in audit, research and evaluation of practice.

Acting as an Adviser overarches all 4 pillars of practice. In one’s clinical role the AP will act as an adviser to patients, staff and other colleagues. These advisory skills may be equally evident when advising on curriculum development for example for under or postgraduate programmes in HEIs in one’s role in facilitating learning. Providing guidance on developments to support local redesign or contributing to national developments for Professional Bodies are other examples of how acting as an advisor may support the AP’s leadership role.

Managing information also spans all 4 pillars of practice as APs will be using clinical data to inform their decision making process. Data and evidence will also be used to evaluate the impact of practice on patient outcomes or to assess the effectiveness of service delivery. Equally APs will be managing information to appraise and assess members of their team and students on placement and therefore used to support their leadership and facilitating learning pillars.

This is illustrated in Figure 3. Therefore, each pillar of practice is described first with relevant guidance (1-4) followed by guidance of integrated capabilities (5).
An example of how advanced practitioners will be using their knowledge and skills across the four pillars of practice is in the implementation of the Healthcare Quality Strategy (Scottish Government, 2010).

The quality strategy is built around the criteria which the people of Scotland identified as their key priorities.
A large amount of international work, as highlighted within the bibliography, has already been conducted in relation to Advanced Practice and in particular with reference to the different pillars of practice. It was important to consider this evidence and any further frameworks that are already in existence.

Making reference to the process used in the development of international specialist competencies and standards in sports physiotherapy, as outlined in Bulley and Donaghy (2008), Appendix 3, the framework was developed.

The Education and Development Framework aims to facilitate Advanced Practitioners from different AHP professions in developing relevant capabilities, therefore does require some delineation of capabilities that are core to each profession, as in specific aspects of Advanced Practice, capabilities are highly profession-specific, for example, clinical management strategies and these will be highlighted where relevant. However the majority in particular within the leadership, facilitation of learning and research are generic, and can be used to underpin Advanced Practice across all AHP settings and professions.

It is important to note that the boundaries of Advanced Practice are continually developing; therefore the capabilities involved, and relevant learning and development opportunities, will require regular updates.

N.B. When reading the guidance points, it is important to remember the aim of this document is to provide guidance for AHP clinicians who currently work at advanced practice level or aspire to become Advanced Practitioners, enabling them to search for appropriate learning opportunities.
Guidance regarding capabilities

- 8.1 Clinical Practice Pillar
- 8.2 Facilitating learning Pillar
- 8.3 Leadership Pillar
- 8.4 Research Pillar
- 8.5 Integrated Capabilities
### Guidance Regarding Capabilities

#### Pillar of Practice: 1 - Clinical Practice
Guidance in relation to Advanced Practice in MSK

#### Generic guidance points

The Advanced Practitioner is able to / is further developing their abilities to:

**Communicate effectively to a high level:**
1.1 use different methods and models of communication to optimise interactions in complex situations, for example, where individuals have varied psychosocial needs, mental health problems, or long-term conditions and when working with service users and professionals across health and social care.
1.2 demonstrate effective communication with other members of the multidisciplinary team, with full awareness of their roles and scope of practice.
1.3 ensure that the defined duty of care is honoured during changing responsibilities within the context of multidisciplinary care, by:
   - maintaining effective lines of communication,
   - developing common understanding of professional boundaries,
   - developing processes for appropriate disclosure of information, and
   - conducting relevant risk assessment and subsequent management.

**Collect information:**
1.4 conduct complex assessments of clinical status and use other relevant assessments to enable complex differential diagnosis and to explore the impact of the condition on an individual’s general health, mental well-being, employment status and functional and meaningful activities including physical activity.
1.5 request relevant investigations within the scope of their practice and where they are the most appropriate person to make the request in the specific clinical context – requiring:
   - advanced knowledge of the role of investigations in facilitating a diagnosis,
   - the limitations of the information generated by the investigation, including sensitivity and specificity of tests involved, and
   - knowledge of the legislation, indications and contraindication of the investigation.
1.6 make use of appropriate measurements to enable monitoring of progress, with critical knowledge of the range of possible outcome measurements, their utility, development, validity, and reliability, and methods for analysing the results.

**Interpret information and come to appropriate clinical decisions:**
1.7 clinically reason to a very high level, incorporating into decision-making:
   - expert knowledge of common and rare MSK conditions,
   - critical and analytical awareness of current evidence, theory, principles and systems,
## Guidance Regarding Capabilities

### Pillar of Practice: 1 - Clinical Practice

**Guidance in relation to Advanced Practice in MSK**

- the ability to identify issues that are beyond their scope of practice and that require referral or consultation to or with another health care professional,
- identification of situations that require more and less urgent action, and
- critical reflection on clinical experiences.

**Take appropriate action:**

1.8 ensure complex decision making that meets user views and expectations and is practised within a legal, moral and ethical framework, ensuring respect and dignity of individuals.
1.9 undertake appropriate investigations and implement evidence-based treatment / management / rehabilitation strategies to a high level of capability and modify these to achieve optimal outcomes
1.10 identify the need for changes in pain management strategies and taking action and/or referring as appropriate
1.11 prescribe, supply or administer medicines within their scope of practice and within legislation.

**Promote health and well-being:**

1.12 facilitate patients and carers to achieve optimal wellbeing by:
- using knowledge of principles of, and strategies used in, health and physical activity promotion and self-management,
- contributing to the design and implementation of strategies that facilitate groups or communities in optimising well being, including provision of information,
- collaborating with multiple stakeholders and agencies in supporting people and communities to manage their health and well being, and
- ensuring user / carer involvement in all aspects of the patient journey and service redesign.

**Operate within scope of practice:**

1.13 establish mechanisms that ensure all activities are within personal and professional scopes of practice in a context where the boundaries of advancing practice are changing, including:
- maintaining current awareness regarding legal and professional frameworks, regulations and requirements, and
- establishing or ensuring awareness of relevant protocols, guidelines, or thresholds for referral to specialists.

### Mapping to the KSF Core Dimensions

C1 Communication, C4 Service Improvement, C5 Quality, G2 Development and Innovation, HWB1 Promotion of Health and Wellbeing, HWB2 Assessment and Care Planning
Guidance Regarding Capabilities

Relevant documents for the Advanced Practitioner

**Professional scope of practice documents:**

**Chiropodists and Podiatrists**
- The Society of Chiropodists and Podiatrists: Protocol for Processing Extended Scope Practice Enquiries. Available at: http://www.feetforlife.org/search/?q=scope+of+practice

**Occupational Therapists**

**Physiotherapists**

**Prosthetists and Orthotists**
- British Association of Prosthetists and Orthotists (2010) Scope of Practice for Prosthetists / Orthotists. Available at: www.bapo.com

**Radiographers**

**Other relevant documents:**
Guidance Regarding Capabilities

Pillar of Practice: 2 - Facilitating Learning
Guidance in relation to Advanced Practice in MSK

Generic guidance points

The Advanced Practitioner is able to / is further developing their abilities to:

Learning Environment
2.1 promote the culture of a learning organisation which values learning and provides a positive learning environment, incorporating principles of inter-professional learning, effective work-based learning and contribution to development of a supportive infrastructure for all staff and students within all departments/teams.

Facilitation of Learning
2.2 be responsible and accountable for developing/maintaining skills and knowledge as a facilitator of learning.
2.3 use their expertise to contribute to the design, development, delivery and assessment of:
   • formal learning* within their profession, including involvement in the development of relevant programmes within Higher Education Institutions
   • E-learning
   • informal learning* (e.g. critical companionship*, mentoring, coaching, student supervision including adaptive placements)
* see Definitions, page 20
2.4 facilitate selection of appropriate learning strategies that are appropriate for their own learning or that of an individual and/or group, enabling progression (making use of principles of learning and teaching)
2.5 enable all staff and students to apply learning from different contexts and sources (e.g. clinical practice and academic learning)
2.6 use advanced written and oral communication skills to educate others on best practice in local, national and international settings to positively influence changes in practice
2.7 justify and ensure access to essential resources (e.g. facilitators’ time and experience, learner time and learning materials) to support work-based learning opportunities

Quality Assurance
2.8 develop mechanisms to assure and improve quality of educational opportunities within the work environment
2.9 create opportunities to evaluate the effectiveness of learning to enhance future educational development.

Service Improvement
2.10 facilitate the learning of service users and carers in relation to optimising their own wellbeing
2.11 contribute constructively and confidently to consultation processes that aim to improve services, strategies and guidelines, and appropriately target research activities
2.12 facilitate the application of learning into practice and evaluate impact.
# Guidance Regarding Capabilities

## Pillar of Practice: 2 - Facilitating Learning

**Guidance in relation to Advanced Practice in MSK**

### Definitions:
- ‘Formal learning’ is defined by the SCQF (2009 p7) as taking place “within the context of programmes delivered by learning and training providers; it is assessed and leads to recognised qualifications.”
- ‘Informal learning’ is defined by the SCQF (2009 p7) as “experiential learning and takes place through life and work experiences. It is often unintentional learning. The learner may not recognise at the time of the experience that it contributed to the development of their skills and knowledge. This recognition may only happen retrospectively through the RPL process, unless the experiences take place as part of a planned experiential or work-based learning programme.”
- ‘Critical companionship’ is defined by Titchen (2003) as “a helping relationship in which an experienced facilitator accompanies another on an experiential learning journey, using methods of ‘high challenge’ and ‘high support’ in a trusting relationship”

### Mapping to the KSF Core Dimensions

C1 Communication, C2 Personal and People Development, C4 Service Improvement, C5 Quality, G1 Learning and Development, G2 Development and Innovation

### Relevant documents for the Advanced Practitioner

### Guidance in relation to Advanced Practice in MSK

#### Generic guidance points:

With reference to the:
- Model for Leadership and Development across NHS Scotland (MLD; NHS Scotland, 2009) and
- Leadership Qualities Framework (LQF: NHS Institute for Innovation and Improvement, 2010)

The Advanced Practitioner is able to / further developing their leadership abilities to support themselves, their team and organisation to:

#### Self

3.1 be aware of their personal qualities and how these relate to their ability to shape current and future services even when challenged.
3.2 be a positive role model through provision of strong and effective leadership across professional and organisational teams and boundaries at local and national level
3.3 understand the principles of emotional intelligence and apply at a high level to build relationships and facilitate effective change management skills
3.4 demonstrate personal integrity within all situations
3.5 be politically and strategically astute
3.6 motivate themselves and others to take action to shape future services around the needs of patients
3.7 lead projects that fulfil strategic planning and service objectives, making use of excellent time, people-influencing negotiating skills and management skills

#### Team

3.8 create a supportive ethos to empower teams to achieve agreed targets, with mutual accountability and contribute to the development of flexible and responsive services
3.9 manage team members in the distribution and performance of roles and responsibilities, ensuring compliance with professional standards, legislation and policy and optimising job satisfaction as much as possible
3.10 enhance team confidence, capability, dynamics and effectiveness to achieve better services for users
3.11 provide coaching and mentoring to team

#### Organisation

3.12 lead innovation and service improvement to deliver person-centered safe and effective care.
3.13 effectively manage risk, resources and processes that fall within their remit, ensuring optimal efficiency and efficacy of use
### Guidance Regarding Capabilities

#### Pillar of Practice: 3 - Leadership
Guidance in relation to Advanced Practice in MSK

| 3.14 | develop networks, including service users and carers, that provide opportunities to learn about and influence future developments |
| 3.15 | collaborate with a wide range of internal and external stakeholders |

#### Mapping to the KSF Core Dimensions
C2 Personal and People Development, C4 Service Improvement, C5 Quality, G1 Learning and Development, G2 Development and Innovation, G6 People Management

#### Relevant documents for the Advanced Practitioner
- Tarplet, P., OPM Learning Programmes -Leadership: Current Thinking and how it is Developed:
- Williams, S., NHS Leadership Centre: Evidence of the contribution leadership development for professional groups makes in driving their organisations forward.,
- Dawes, D., Handscomb, A., The European Nursing Leadership Foundation (2005) A literature review on team leadership,
Pillar of Practice: 4 - Research
Guidance in relation to Advanced Practice in MSK

The Advanced Practitioner is able to / is further developing their abilities to:

4.1 lead and develop a culture of enquiry that promotes supports and encourages participation in evidence based practice, including research, service evaluation and audit
4.2 identify gaps in knowledge and formulate appropriate questions for clinical research, service evaluation or audit
4.3 demonstrate understanding of research, research proposals, service evaluation and audit designs and methods that are appropriate to help answer the questions identified
4.4 search for and locate current research evidence and clinical guidelines relating to relevant assessment and interventions strategies, and service delivery issues
4.5 critically evaluate and synthesise the evidence available and make appropriate judgements on implementation despite incomplete or paradoxical evidence
4.6 access appropriate support to enable analysis of information gathered and lead the team in the dissemination of results.
4.7 access appropriate support relating to governance issues, such as data protection and ethical review
4.8 demonstrate a clear understanding of information and research governance and is able to apply to local policies and practice

N.B. Some Advanced Practitioners will be required by nature of their post to undertake specific research relating to their area of expertise, which may require further development in this area. It may be useful to refer to an existing framework that relates to the development of research skills: Benchmarked EBP and Research Competencies Framework (Peters, 2010). This provides a ‘skills escalator’ for use by all NMAHP staff.

Mapping to the KSF
C1 Communication, C5 Quality: Health & Wellbeing, HWB1: 4 Information & Knowledge, IK1 Information Processing, IK2 Information Collection and Analysis, IK3 Knowledge and Information Resources

Relevant documents for the Advanced Practitioner
Guidance Regarding Capabilities

5 - Integrated Capabilities: Guidance Points
Guidance in relation to Advanced Practice in MSK

The following guidance points refer to roles that may be performed by the Advanced Practitioner that integrate capabilities from different pillars of practice:

When **facilitating evidence based practice** the Advanced Practitioner
5.1 contributes to the development of research evidence through encouraging and supporting the involvement of others in research / service evaluation / audit
5.2 leads the development of a culture of evidence based practice and **facilitating learning** by promoting development of core research-related knowledge and skills within teams
5.3 uses leadership abilities to facilitate the translation of research knowledge and outputs into clinical practice, including working in networks to standardise the integration of existing and new evidence into protocols, guidelines, care pathways, service design, strategies and policies
5.4 uses leadership abilities to promote the appropriate dissemination of existing and emerging evidence for aspects of practice (e.g. clinical guidelines)

When **acting as an advisor** the Advanced Practitioner is able to / is developing their abilities to:
5.5 act as a clinical resource to patients, carers, professionals within their own and other fields, and relevant stakeholders: providing information and guidance that uses their expertise and knowledge relating to conditions, investigations, interventions, services, resources, strategies and policies (e.g. in relation to vocational rehabilitation)
5.6 **facilitate learning** by acting as a resource to the designers of formal education programmes – providing information and guidance that uses their expertise and knowledge relating to conditions, investigations, interventions, services, resources, strategies and policies
5.7 use leadership skills to advise on the development of policies, strategies, services, outcomes and evidence.
5.8 act as a lead to promote the development of research activities by:
• ensuring their relevance to patient care, through enabling the involvement of service users and clinicians
• providing information and guidance that uses their expertise and knowledge relating to conditions, investigations, interventions, services, resources, strategies and policies

When **managing information**, the Advanced Practitioner is able to / is developing their abilities to:
5.9 effectively lead change in the mechanisms and purposes of information management in a way that incorporates use of advancing technologies to enable ongoing service improvement
5.10 implement and use systems that facilitate learning, clinical practice and research

Mapping to the KSF
C5 Quality, G1 Learning and Development, G1 Learning and Development, G7 Capacity and Capability
References


References


Bibliography


Bibliography


Appendices

1 The Career Framework for Health
2 Learning and Development Opportunities
3 Framework Development Process
4 Short-Life Working Group Members
1 Career Framework for Health

**Career Framework for Health**

- **LEVEL 9 - MORE SENIOR STAFF**
  - Staff with ultimate responsibility for decision-making and full on-call accountability.

- **LEVEL 8 - CONSULTANT PRACTITIONERS**
  - Staff working at a very high level of clinical expertise and/or have responsibility for planning services.
  - Non-clinical examples might be, for example, ‘Divisional Manager’.

- **LEVEL 7 - ADVANCED PRACTITIONERS**
  - Experienced clinical practitioners with high level of skill and theoretical knowledge. Will make high level clinical decisions and manage own workload.
  - Non-clinical staff will typically be managing a number of service areas.

- **LEVEL 6 - SENIOR PRACTITIONERS**
  - A higher degree of autonomy and responsibility than level 5 in the clinical environment.
  - Non-clinical staff who would be managing a number of service areas.

- **LEVEL 5 - PRACTITIONERS**
  - Registered practitioners consolidating pre-registration experience and getting ready for a higher level of functioning.

- **LEVEL 4 - ASSISTANT PRACTITIONERS**
  - Some work involving protocol based care under the supervision of a registered practitioner.
  - Non-clinical roles can include IT support worker and Technician.

- **LEVEL 3 - SENIOR HEALTHCARE SUPPORT WORKERS**
  - Higher level of responsibility than Healthcare Support Worker.
  - Non-clinical roles can include ward clerk and community food worker.

- **LEVEL 2 - HEALTHCARE SUPPORT WORKERS**
  - Works under the direction and supervision of healthcare professionals and supports the multidisciplinary team in the delivery of high quality care.
  - Non-clinical examples are housekeeper and receptionist.

- **LEVEL 1 - SUPPORT WORKERS**
  - Non-clinical staff in roles that require very little formal education such as catering assistant or domestic assistant.

**Educational Support Examples**

- **Consultant Practitioner Pathways and succession planning**
- **Advanced Practice Pathways and succession planning**
- **Practitioners with Special Interests**
- **Senior AHP Education and Development Framework**
- **Effective Practitioner**
- **Reedy4Work**
- **Flying Start NHS™**
- **Healthcare Support Worker Development**
- **HCSW toolkit including induction standards and codes**
- **HNC/SVQ/PDA Development**
- **Mentorship at every level**
- **Clinical Academic Careers (Clinical Education and Clinical Research) at every level**
- **AHP Career Fellowship at every level**
- **Underpinned by the Knowledge and Skills Framework (KSF) and Scottish Credit and Qualifications Framework (SCQF)**

References:
### 2 Learning and Development Opportunities

**Pillar of Practice: 1. Clinical Practice - learning and development opportunities**

### Formal Education

**General**

<table>
<thead>
<tr>
<th>Provider</th>
<th>Source</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canterbury Christ Church</td>
<td><a href="http://www.postgraduatesearch.com/ccanterbur-christ-church-university/52298410/postgraduate-course.htm">http://www.postgraduatesearch.com/ccanterbur-christ-church-university/52298410/postgraduate-course.htm</a></td>
<td>Musculoskeletal Ultrasound Masters level PgCert</td>
<td>For sports physicians, physiotherapists, podiatrists and rheumatologists; focuses on medical ultrasound, musculoskeletal ultrasound, clinical applications and management.</td>
</tr>
<tr>
<td>Glasgow Caledonian University</td>
<td><a href="http://www.postgraduatesearch.com/glasgow-caledonian-university/52652982/postgraduate-course.htm">http://www.postgraduatesearch.com/glasgow-caledonian-university/52652982/postgraduate-course.htm</a></td>
<td>Health and Social Care MSc (Medical Ultrasound) Full Time (FT) or Part Time (PT)</td>
<td>Focuses on evidence based practice, personal and practice development.</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

### Pillar of Practice: 1. Clinical Practice - learning and development opportunities

#### Formal Education

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<tbody>
<tr>
<td>Staffordshire University</td>
<td><a href="http://www.staffs.ac.uk/courses_and_study/courses/musculoskeletal-diagnosis-tcm4211900.jsp">http://www.staffs.ac.uk/courses_and_study/courses/musculoskeletal-diagnosis-tcm4211900.jsp</a></td>
<td>MSc Musculoskeletal Diagnosis PgDip PgCert</td>
<td>Focuses on musculoskeletal pathology, diagnostic processes, imaging, critical appraisal and research awareness.</td>
</tr>
<tr>
<td>University College London, University Of London</td>
<td><a href="http://www.ucl.ac.uk/orthopaedics/teaching/MSc.htm">http://www.ucl.ac.uk/orthopaedics/teaching/MSc.htm</a></td>
<td>MSc Musculoskeletal Science FT or PT</td>
<td>Multi-disciplinary, including AHPs, GPs, medical trainees; focus on musculoskeletal.</td>
</tr>
<tr>
<td>University Of Bradford</td>
<td><a href="http://www.bradford.ac.uk/postgraduate/practitioners-with-a-special-interest/">http://www.bradford.ac.uk/postgraduate/practitioners-with-a-special-interest/</a></td>
<td>Musculoskeletal Medicine with Rheumatology (Practitioners with a Special Interest) Masters level PgDip</td>
<td>For GPs, nurses; programmes focusing on competence based training</td>
</tr>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_clinical_governance_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_clinical_governance_msc.htm</a></td>
<td>MSc Advanced Practice PgDip PgCert (Clinical Governance) FT or PT</td>
<td>Explores the context and development of the quality, patient safety and clinical governance agenda.</td>
</tr>
<tr>
<td>Provider</td>
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<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_clinical_assessment_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_clinical_assessment_msc.htm</a></td>
<td>MSc Advanced Practice PgDip PgCert (Clinical Assessment) FT or PT</td>
<td>For practitioners who are currently, or in the process of developing/advancing their practice in independent systematic patient assessments and clinical examinations.</td>
</tr>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/radiography_radiology_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/radiography_radiology_msc.htm</a></td>
<td>MSc Advanced Practice PgDip PgCert (Diagnostic Imaging) FT or PT</td>
<td>For radiologists, oncologists, doctors, nurses, physicists, radiographers (diagnostic and therapeutic) in the field of radiology and oncology services.</td>
</tr>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_medical_imaging_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_medical_imaging_msc.htm</a></td>
<td>MSc Advanced Practice PgDip PgCert (Medical Imaging) FT or PT</td>
<td>Relevant to AHPs but designed for radiology and oncology personnel.</td>
</tr>
<tr>
<td>University of Liverpool</td>
<td><a href="http://www.liv.ac.uk/health-sciences/continuing-professional-development/">http://www.liv.ac.uk/health-sciences/continuing-professional-development/</a></td>
<td>Clinical skills and diagnostics 4 (adult musculoskeletal leg) Masters level 10 credits</td>
<td>Multi-professional CPD modules focusing on clinical examination of the lower limb musculoskeletal system, clinical reasoning and patient management.</td>
</tr>
<tr>
<td>University of Liverpool</td>
<td><a href="http://www.liv.ac.uk/health-sciences/continuing-professional-development/">http://www.liv.ac.uk/health-sciences/continuing-professional-development/</a></td>
<td>Diagnosis &amp; Triage of Lower Limb Musculoskeletal Conditions Masters level 20 credits</td>
<td>Module: differential diagnosis and management of lower limb musculoskeletal conditions.</td>
</tr>
</tbody>
</table>

2 Learning and Development Opportunities
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<tr>
<td>University of Liverpool</td>
<td><a href="http://www.liv.ac.uk/health-sciences/continuing-professional-development/">http://www.liv.ac.uk/health-sciences/continuing-professional-development/</a></td>
<td>Diagnosis and Triage of Spinal Musculoskeletal Conditions Masters level</td>
<td>Module: differential diagnosis and management of upper limb musculoskeletal conditions.</td>
</tr>
<tr>
<td>University of Liverpool</td>
<td><a href="http://www.liv.ac.uk/health-sciences/continuing-professional-development/">http://www.liv.ac.uk/health-sciences/continuing-professional-development/</a></td>
<td>Diagnosis and Triage of Spinal Musculoskeletal Conditions Masters level</td>
<td>Module: differential diagnosis and management of spinal musculoskeletal conditions.</td>
</tr>
<tr>
<td>University Of Oxford</td>
<td><a href="http://www.ox.ac.uk/admissions/postgraduate_courses/course_guide/musculoskeletal_sci.html">http://www.ox.ac.uk/admissions/postgraduate_courses/course_guide/musculoskeletal_sci.html</a></td>
<td>MSc Musculoskeletal Sciences (Research project) MSc Musculoskeletal Sciences (PT)</td>
<td>Includes research relating to basic scientific investigation of disease causes and effects of treatment establishing a better understanding of physiological and pathological complication associated with the musculoskeletal systems.</td>
</tr>
<tr>
<td>University Of Warwick</td>
<td><a href="http://www.postgraduatesearch.com/university-of-warwick/52340724/postgraduate-course.htm">http://www.postgraduatesearch.com/university-of-warwick/52340724/postgraduate-course.htm</a></td>
<td>Evidence-Based Musculoskeletal Care (External Fixation) Masters level</td>
<td>A 5-day taught module within the medical school followed by an assignment.</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

### Pillar of Practice: 1. Clinical Practice - learning and development opportunities

<table>
<thead>
<tr>
<th>Formal Education</th>
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<td><strong>Provider</strong></td>
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<tr>
<td>University Of Warwick</td>
<td><a href="http://www.postgraduatesearch.com/university-of-warwick/52339630/postgraduate-course.htm">http://www.postgraduatesearch.com/university-of-warwick/52339630/postgraduate-course.htm</a></td>
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<tr>
<td>University Of Warwick</td>
<td><a href="http://www.postgraduatesearch.com/university-of-warwick/52340540/postgraduate-course.htm">http://www.postgraduatesearch.com/university-of-warwick/52340540/postgraduate-course.htm</a></td>
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<tr>
<td>University Of Warwick</td>
<td><a href="http://www.postgraduatesearch.com/university-of-warwick/52340660/postgraduate-course.htm">http://www.postgraduatesearch.com/university-of-warwick/52340660/postgraduate-course.htm</a></td>
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<tr>
<td>University of the West of Scotland</td>
<td><a href="http://www.uws.ac.uk/postgraduate/advanced_clinical_practice/">http://www.uws.ac.uk/postgraduate/advanced_clinical_practice/</a></td>
<td>Advanced Clinical Practice PgCert - PT Masters level</td>
<td>Focuses on patient assessment, diagnostic decision making, clinical presentation and advanced interventions</td>
</tr>
<tr>
<td><strong>Occupational Therapy</strong></td>
<td></td>
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</tr>
<tr>
<td>Queen Margaret University</td>
<td><a href="http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=192">http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=192</a></td>
<td>MSc Occupational Therapy (Post Registration)</td>
<td>Enables focus on clinical interests, increasing knowledge, skills, critical thinking and leading to enhancement of overall practice.</td>
</tr>
<tr>
<td>University Of Cumbria</td>
<td><a href="http://www.mastersportal.eu/students/browse/programme/11709/mscpgdpgc-advanced-practice-in-occupational-therapy.html">http://www.mastersportal.eu/students/browse/programme/11709/mscpgdpgc-advanced-practice-in-occupational-therapy.html</a></td>
<td>MSc Advanced Practice in Occupational Therapy PgDip PgCert FT or PT</td>
<td>Focus on scholarship and lifelong learning.</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

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<tr>
<td>Glasgow Caledonian University</td>
<td><a href="http://www.gcu.ac.uk/study/professionaldevelopment/courses/health-and-social-care-musculoskeletal-physiotherapy-pt-8654.php?loc=uk">http://www.gcu.ac.uk/study/professionaldevelopment/courses/health-and-social-care-musculoskeletal-physiotherapy-pt-8654.php?loc=uk</a></td>
<td>MSc Health and Social Care (Musculoskeletal Physiotherapy) PgDip</td>
<td>A programme approved by the Manipulation Association of Chartered Physiotherapists (MACP); focuses on speciality of musculoskeletal practice.</td>
</tr>
<tr>
<td>Manchester Metropolitan University</td>
<td><a href="http://www.mmu.ac.uk/study/postgraduate/taught/2012/9586/">http://www.mmu.ac.uk/study/postgraduate/taught/2012/9586/</a></td>
<td>MSc Musculoskeletal Physiotherapy</td>
<td>Focuses on musculoskeletal, including chronic pain, orthopaedic medicine, musculoskeletal practice, neurological rehabilitation, neuromusculoskeletal management. Most modules can be done as standalone CPD modules.</td>
</tr>
<tr>
<td>Queen Margaret University</td>
<td><a href="http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=197">http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=197</a></td>
<td>MSc Physiotherapy (Post Registration)</td>
<td>Enables development of clinical practice and clinical effectiveness</td>
</tr>
<tr>
<td>Sheffield Hallam University</td>
<td><a href="http://www.shu.ac.uk/prospectus/course/272/">http://www.shu.ac.uk/prospectus/course/272/</a></td>
<td>MSc Advancing Physiotherapy PgDip PgCert</td>
<td>Flexible CPD for experienced specialised physiotherapists; includes musculoskeletal manual therapy</td>
</tr>
<tr>
<td>University of Brighton</td>
<td><a href="http://courses.brighton.ac.uk/course.php?cnum=932">http://courses.brighton.ac.uk/course.php?cnum=932</a></td>
<td>MSc Neuromusculoskeletal Physiotherapy PgDip PgCert</td>
<td>For chartered physiotherapists. Focuses on neuromusculoskeletal dysfunction, including examination, assessment and treatment, including manipulative physiotherapy.</td>
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</tbody>
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## 2 Learning and Development Opportunities

**Pillar of Practice: 1. Clinical Practice - learning and development opportunities**

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<td><strong>Physiotherapy</strong></td>
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<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/physiotherapy_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/physiotherapy_msc.htm</a></td>
<td>MSc Advanced Practice (Physiotherapeutic Practice) PgDip PgCert PT</td>
<td>For physiotherapists; advancement of academic and clinical skills; emphasis on clinical reasoning at advanced level. Core modules are suitable for other therapists working in musculoskeletal therapy and neurology.</td>
</tr>
<tr>
<td><strong>Podiatry</strong></td>
<td></td>
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</tr>
<tr>
<td>Glasgow Caledonian University</td>
<td><a href="http://www.gcu.ac.uk/study/postgraduate/courses/theory-of-podiatric-surgery-f-t-9230.php?loc=uk">http://www.gcu.ac.uk/study/postgraduate/courses/theory-of-podiatric-surgery-f-t-9230.php?loc=uk</a></td>
<td>MSc Theory Of Podiatric Surgery FT</td>
<td>This course will provide podiatrists with a theoretical underpinning of podiatric surgery and the opportunity to specialise in surgery. The modular course is a collaborative initiative offered in partnership with both universities.</td>
</tr>
<tr>
<td>Queen Margaret University</td>
<td><a href="http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=213">http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=213</a></td>
<td>MSc Theory of Podiatric Surgery FT</td>
<td>This course will provide podiatrists with a theoretical underpinning of podiatric surgery and the opportunity to specialise in surgery. The modular course is a collaborative initiative offered in partnership with both universities.</td>
</tr>
<tr>
<td>Staffordshire University</td>
<td><a href="http://www.staffs.ac.uk/courses_and_study/courses/clinical-podiatric-biomechanics-tcm429801.jsp">http://www.staffs.ac.uk/courses_and_study/courses/clinical-podiatric-biomechanics-tcm429801.jsp</a></td>
<td>MSc, Postgraduate Certificate (PgC), Postgraduate Diploma (PgD) in Clinical Podiatric Biomechanics</td>
<td>Completion of various modules will develop enhanced skills in musculoskeletal podiatry and orthotic prescription.</td>
</tr>
</tbody>
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**Podiatry**

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<tr>
<td>Staffordshire University</td>
<td><a href="http://www.staffs.ac.uk/courses_and_study/courses/footwear-in-diagnosis-and-therapy-tcm4211960.jsp">http://www.staffs.ac.uk/courses_and_study/courses/footwear-in-diagnosis-and-therapy-tcm4211960.jsp</a></td>
<td>Post Graduate certificate in footwear in diagnosis and therapy</td>
<td>For podiatrists and other health care professionals focusing on the assessment of footwear as part of the diagnostic, management, and rehabilitation process in the care of patients.</td>
</tr>
</tbody>
</table>

**Radiography**

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<thead>
<tr>
<th>Provider</th>
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</tr>
</thead>
<tbody>
<tr>
<td>e-Learning for Healthcare</td>
<td><a href="http://www.e-lfh.org.uk/projects/imageinterpretation/register.html">http://www.e-lfh.org.uk/projects/imageinterpretation/register.html</a></td>
<td>Image Interpretation Programme</td>
<td>This programme continues to develop. There are now 50 units in adult musculo-skeletal trauma reporting, ten in adult chest and 30 in paediatric trauma, including non-accidental injury and related case studies.</td>
</tr>
<tr>
<td>Queen Margaret University</td>
<td><a href="http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=243">http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=243</a></td>
<td>MSc Radiotherapy (Post-Registration)</td>
<td>For Therapeutic Radiographers. Enables development of clinical knowledge and skills, and research skills; includes supplemental prescribing.</td>
</tr>
</tbody>
</table>
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<tr>
<th>Formal Education</th>
<th>Injection Therapy</th>
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</thead>
<tbody>
<tr>
<td><strong>Provider</strong></td>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>Stephanie Saunders</td>
<td><a href="http://www.stephaniesaunders.co.uk/it.html">http://www.stephaniesaunders.co.uk/it.html</a></td>
</tr>
<tr>
<td>University of Central Lancashire</td>
<td><a href="http://www.uclan.ac.uk/">http://www.uclan.ac.uk/</a></td>
</tr>
<tr>
<td>University of Hertfordshire</td>
<td><a href="http://www.herts.ac.uk/courses/Musculoskeletal-injection-therapy.cfm">http://www.herts.ac.uk/courses/Musculoskeletal-injection-therapy.cfm</a></td>
</tr>
</tbody>
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<tr>
<td>Cardiff University</td>
<td><a href="http://www.cardiff.ac.uk/sonms/degreeprogrammes/postgraduatetaught/mscadvancedpractice/pathway-advanced-practice-prescribing.html">http://www.cardiff.ac.uk/sonms/degreeprogrammes/postgraduatetaught/mscadvancedpractice/pathway-advanced-practice-prescribing.html</a></td>
<td>MSc in Advanced Practice (Non-Medical Prescribing)</td>
<td>Focuses on care management in complex chronic conditions</td>
</tr>
<tr>
<td>University of Salford</td>
<td><a href="http://www.salford.ac.uk/courses/trauma-and-orthopaedics">http://www.salford.ac.uk/courses/trauma-and-orthopaedics</a></td>
<td>MSc Trauma &amp; Orthopaedics PgDip PgCert PT</td>
<td>For medical orthopaedic trainees, GPs and specialist orthopaedic therapists.</td>
</tr>
<tr>
<td>M&amp;K Update</td>
<td><a href="http://www.mkupdate.co.uk/coursedetails.php?ID=21">http://www.mkupdate.co.uk/coursedetails.php?ID=21</a></td>
<td>Understanding Blood Results</td>
<td>For nurses and AHPs; two day course focusing on routine haematology and biochemistry results.</td>
</tr>
</tbody>
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<tr>
<td>An Introduction to Clinical decision making</td>
<td><a href="http://elearning.scot.nhs.uk:8080/intralibrary?command=open-preview&amp;learning_object_key=i164n3095109t">http://elearning.scot.nhs.uk:8080/intralibrary?command=open-preview&amp;learning_object_key=i164n3095109t</a></td>
<td>A programme by the Scottish Clinical Decision Making Specialist Interest Group, Clinical Skills Managed Educational Network and the Scottish Clinical Skills Network; focuses on practicalities and current theories of how we make decisions.</td>
</tr>
<tr>
<td>Better Together</td>
<td><a href="http://www.bettertogetherscotland.com">www.bettertogetherscotland.com</a></td>
<td>Scotland’s Patient Experience Programme - supports service improvement, including sharing of best practice between different services.</td>
</tr>
<tr>
<td>Society and College of Radiographers – in partnership with Philips Healthcare</td>
<td><a href="https://www.sor.org/learning/e-learning/core-learning">https://www.sor.org/learning/e-learning/core-learning</a></td>
<td>CORe-learning is an online learning and training package which provides a range of online programmes covering key elements of the science and practice of medical imaging and radiation therapy. Radiographers and other AHPs may find the modules covering MRI and Ultrasound practice useful. CORe-learning currently contains over 90 programmes with more being developed.</td>
</tr>
</tbody>
</table>

NB: This link is accessible via the Society and College of Radiographers members' website. Please be aware that there is a small subscription charge for each programme.
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<td>Equality in Health</td>
<td><a href="http://www.equalityinhealth.scot.nhs.uk/home.aspx">http://www.equalityinhealth.scot.nhs.uk/home.aspx</a></td>
<td>A website providing access to evidence and knowledge to support staff in addressing health inequalities.</td>
</tr>
<tr>
<td>Information Support Role Training Pack</td>
<td><a href="http://www.knowledge.scot.nhs.uk/media/1326034/information%20support%20role%20training%20pack%20pilot%20sept%202010.doc">http://www.knowledge.scot.nhs.uk/media/1326034/information%20support%20role%20training%20pack%20pilot%20sept%202010.doc</a></td>
<td>This provides support in providing high quality health information; it is produced by NHS Education Knowledge Services.</td>
</tr>
<tr>
<td>Little Things Make a Big Difference: Value and Enhance the Patient Experience</td>
<td><a href="http://www.knowledge.scot.nhs.uk/making-a-difference">www.knowledge.scot.nhs.uk/making-a-difference</a></td>
<td>Online resources for NHSScotland staff to help improve patient experiences; provides access to key documents, exploration of resources and current literature.</td>
</tr>
<tr>
<td>NHSScotland Clinical Governance website</td>
<td><a href="http://www.clinicalgovernance.scot.nhs.uk">www.clinicalgovernance.scot.nhs.uk</a></td>
<td>Facilitates clinical governance and risk management quality improvement methods in your work.</td>
</tr>
<tr>
<td>University of York: Centre for Reviews and Dissemination</td>
<td><a href="http://www.york.ac.uk/inst/crd/about_us.htm">http://www.york.ac.uk/inst/crd/about_us.htm</a></td>
<td>Research-based information regarding effects of health and social care interventions; includes systematic reviews.</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

### General Resources / Reference Material

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Patient feedback</td>
<td><a href="http://www.pickereurope.org/Filestore/Quality/Guides/QIFull.pdf">Source</a></td>
<td>A guide for healthcare staff; focuses on the patient experience and engagement and improving care; includes principles of gathering patient feedback and subsequent action.</td>
</tr>
</tbody>
</table>

### Pillar of Practice: 2. Facilitation Learning - learning and development opportunities

#### Formal Education

<table>
<thead>
<tr>
<th>Provider</th>
<th>Source</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edinburgh Napier University</td>
<td><a href="http://www.courses.napier.ac.uk/W72729.htm">Source</a></td>
<td>MSc Professional Supervision PgDip PgCert</td>
<td>For counsellors, psychotherapists, health workers, social workers, HR personnel and other professionals providing supervision in work settings; the relevance for MSK Advanced Practitioners would require further investigation.</td>
</tr>
<tr>
<td>Glasgow Caledonian University</td>
<td><a href="http://www.gcu.ac.uk/study/postgraduate/courses/healthcare-education-f-t-8675.php?loc=uk">Source</a></td>
<td>MSc Healthcare Education Full Time (FT)</td>
<td>For healthcare practitioners in academic and/or practice settings.</td>
</tr>
<tr>
<td>Queen Margaret University</td>
<td><a href="http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=245">Source</a></td>
<td>PgCert Professional and Higher Education</td>
<td>For healthcare professionals who work as educators in current job.</td>
</tr>
<tr>
<td>Robert Gordon University - Aberdeen</td>
<td><a href="http://www4.rgu.ac.uk/learning/flexible/page.cfm?pqe=13787">Source</a></td>
<td>MSc Professional Studies PgDip PgCert</td>
<td>Modules focus on supporting professional development and work based learning.</td>
</tr>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_practice_education_msc.htm">Source</a></td>
<td>MSc Advanced Practice (Practice Education) PgDip PgCert FT or PT</td>
<td>For interdisciplinary practitioners with interest in education in practice settings…</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

**Pillar of Practice: 2. Facilitation Learning - learning and development opportunities**

<table>
<thead>
<tr>
<th>Learning Resources</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing the Teaching Instinct</td>
<td><a href="http://www.nes.scot.nhs.uk/nes_resources/ti/index.html">http://www.nes.scot.nhs.uk/nes_resources/ti/index.html</a></td>
<td>A programme that aims to support those with a teaching or training commitment.</td>
</tr>
<tr>
<td>Learning Styles Inventory</td>
<td><a href="http://www.learning-styles-online.com/inventory/#Online">http://www.learning-styles-online.com/inventory/#Online</a></td>
<td>A guide to personal learning styles.</td>
</tr>
</tbody>
</table>

**General Resources / Reference Material**

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing the Quality of AHP practice Education</td>
<td><a href="http://www.nes.scot.nhs.uk/media/7057/Enhancing-quality0510.pdf">http://www.nes.scot.nhs.uk/media/7057/Enhancing-quality0510.pdf</a></td>
<td>Aimed at AHPs engaged in supporting both formal and informal education and learning in the workplace.</td>
</tr>
<tr>
<td>Generic Guiding Principles for those supporting learning in the workplace</td>
<td><a href="http://www.hcswtoolkit.nes.scot.nhs.uk/media/1229480/generic-guiding-principles-for-supporting-learning-in-workplace.pdf">http://www.hcswtoolkit.nes.scot.nhs.uk/media/1229480/generic-guiding-principles-for-supporting-learning-in-workplace.pdf</a></td>
<td>A document aiming to support a learning culture; provides guiding principles for to prepare individuals who support workplace learning.</td>
</tr>
<tr>
<td>Making Practice-Based Learning Work</td>
<td><a href="http://www.practicebasedlearning.org/home.htm">www.practicebasedlearning.org/home.htm</a></td>
<td>A website aiming to enhance the quality of student experiences in practice / work-based placements; includes resources and a ‘Toolkit’.</td>
</tr>
</tbody>
</table>
# 2 Learning and Development Opportunities

<table>
<thead>
<tr>
<th>Pillar of Practice: 2. Facilitation Learning - learning and development opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Resources / Reference Material</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>NHS Education for Scotland Knowledge Network Learning and Development Area</td>
</tr>
<tr>
<td>Practice Education Shared Space</td>
</tr>
</tbody>
</table>
## Pillar of Practice: 3. Leadership - learning and development opportunities

### Formal Education

<table>
<thead>
<tr>
<th>Provider</th>
<th>Source</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_organisational_leadership_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_organisational_leadership_msc.htm</a></td>
<td>MSc Advanced Practice (Organisational Leadership) PagDip PgCert</td>
<td>For health and social care professionals; focuses on leadership capabilities relating to clinical and management settings.</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td><a href="http://www.ed.ac.uk/schools-departments/health/issh/studying/pg-integrated-service-improvement">http://www.ed.ac.uk/schools-departments/health/issh/studying/pg-integrated-service-improvement</a></td>
<td>MSc Integrated Service Improvement PagDip PagCert</td>
<td>For senior practitioners and managers in health, social and voluntary services. Focuses on challenges relating to quality improvement and integration.</td>
</tr>
</tbody>
</table>
## Pillar of Practice: 3. Leadership - learning and development opportunities

### Learning Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximising the Potential of the AHP Workforce</td>
<td><a href="http://www.workforceplanning.scot.nhs.uk/workshop-materials/maximising-the-potential-of-the-ahp-workforce.aspx">http://www.workforceplanning.scot.nhs.uk/workshop-materials/maximising-the-potential-of-the-ahp-workforce.aspx</a></td>
<td>A five day educational programme held in 2009. The presentations and resources from each session are available via the link.</td>
</tr>
<tr>
<td>No Delays Scotland: Service Improvement Tools</td>
<td><a href="http://www.institute.nhs.uk?option=com_quality_and_service_improvement_tools&amp;Itemid=5015.html">http://www.institute.nhs.uk?option=com_quality_and_service_improvement_tools&amp;Itemid=5015.html</a></td>
<td>Service improvement tools and techniques are provided that focus on the delivery of an 18-week patient pathway.</td>
</tr>
<tr>
<td>The Leadership Toolkit</td>
<td><a href="http://member.goodpractice.net/ScotGov-LeadToolkit/Welcome.gp">http://member.goodpractice.net/ScotGov-LeadToolkit/Welcome.gp</a></td>
<td>A resource for senior managers to develop leadership skills, achieve performance through people and development of strategic focus.</td>
</tr>
<tr>
<td>Working with Care: Improving Working Relations in Health Care</td>
<td><a href="http://www.rcn.org.uk/__data/assets/pdf_file/0005/78638/002487.pdf">http://www.rcn.org.uk/__data/assets/pdf_file/0005/78638/002487.pdf</a></td>
<td>A Royal College of Nursing publication with tools to support examination of interactions with colleagues, aiming at enhancement of positive interactions and to increased awareness of negative interactions.</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

### Pillar of Practice: 3. Leadership - learning and development opportunities

<table>
<thead>
<tr>
<th>General Resources / Reference material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Health Management Online</td>
</tr>
<tr>
<td>NHS Scotland Management Steering Group</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

### Pillar of Practice: 4. Research - learning and development opportunities

<table>
<thead>
<tr>
<th>Provider</th>
<th>Source</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Gordon University - Aberdeen</td>
<td><a href="http://www4.rgu.ac.uk/nursing/courses/page.cfm?pge=39012">http://www4.rgu.ac.uk/nursing/courses/page.cfm?pge=39012</a></td>
<td>MSc Professional Studies PgDip PgCert</td>
<td>Modules focus on research methods, increasing effectiveness in healthcare practice, and evaluating practice.</td>
</tr>
<tr>
<td>SIGN</td>
<td><a href="http://www.sign.ac.uk/events/critical.html">http://www.sign.ac.uk/events/critical.html</a></td>
<td>SIGN: Appraisal Courses</td>
<td>These courses are primarily for guideline development group members but are open to other NHS Staff at two levels – Introduction to Critical Appraisal and Interpreting Evidence.</td>
</tr>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/clinical_audit_research_healthcare_professionals_certificate.htm">http://www.dundee.ac.uk/postgraduate/courses/clinical_audit_research_healthcare_professionals_certificate.htm</a></td>
<td>PgCert Clinical Audit and Research for Healthcare Professionals</td>
<td>A modular distance learning course, covering research methods, information gathering and review, statistical methods, reporting and presentation, clinical audit, funding, and ethical issues.</td>
</tr>
<tr>
<td>University of Stirling</td>
<td><a href="http://www.nm.stir.ac.uk/applicants-pg/masters-health-research.php">http://www.nm.stir.ac.uk/applicants-pg/masters-health-research.php</a></td>
<td>MSc Health Research Full Time (FT)</td>
<td>Stand alone credit rated modules as CPD.</td>
</tr>
</tbody>
</table>
## Pillar of Practice: 4. Research - learning and development opportunities

### General Resources / Reference material

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Improvement Scotland (HIS) findings and advice</td>
<td><a href="http://www.healthcareimprovementscotland.org/welcome_to_healthcare_improvem.aspx">http://www.healthcareimprovementscotland.org/welcome_to_healthcare_improvem.aspx</a></td>
<td>Publications by Healthcare Improvement Scotland (HIS), including commentaries on NICE guidelines.</td>
</tr>
<tr>
<td>JBI CONNECT</td>
<td><a href="http://nhsqis.jbiconnect.org">http://nhsqis.jbiconnect.org</a></td>
<td>A web-based system integrating resources and tools to assist health care workers make evidence-based clinical decisions, including practice manuals, evidence summaries, audit tools and quality improvement resources.</td>
</tr>
<tr>
<td>SIGN Guidelines</td>
<td><a href="http://www.sign.ac.uk/">http://www.sign.ac.uk/</a></td>
<td>Clinical practice guidelines developed by The Scottish Intercollegiate Guidelines Network (SIGN); derived from systematic review of the scientific literature.</td>
</tr>
<tr>
<td>The ACORRN/SCoR Research Radiographer Starter Pack For Therapeutic and Diagnostic Radiographers</td>
<td><a href="http://doc-lib.sor.org/">http://doc-lib.sor.org/</a></td>
<td>This pack is not open access; it provides support for research, including information on education needs and legal requirements.</td>
</tr>
<tr>
<td>The Cochrane Collaboration/ Cochrane Reviews</td>
<td><a href="http://www.cochrane.org/cochrane-reviews">www.cochrane.org/cochrane-reviews</a></td>
<td>The Cochrane Collaboration - an international network focusing on preparing, updating and promoting systematic reviews of primary research that focuses on human health care and health policy, investigating effects of interventions.</td>
</tr>
</tbody>
</table>
## 2 Learning and Development Opportunities

### General Resources / Reference material

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK Cochrane Centre Training Programme</td>
<td><a href="http://ukcc.cochrane.org/training">http://ukcc.cochrane.org/training</a></td>
<td>Free training workshops to facilitate completion of a Cochrane systematic review.</td>
</tr>
</tbody>
</table>

### Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities

#### Formal Education

<table>
<thead>
<tr>
<th>Provider</th>
<th>Source</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birmingham City University</td>
<td><a href="http://www.bcu.ac.uk/courses/advanced-practice--advanced-health-care">http://www.bcu.ac.uk/courses/advanced-practice--advanced-health-care</a></td>
<td>MSc Advanced Health Care</td>
<td>For students and service providers; can be individually tailored to areas of professional practice.</td>
</tr>
<tr>
<td></td>
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<td>PgDip</td>
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<td></td>
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<td>PgCert</td>
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<tr>
<td></td>
<td></td>
<td>FT or PT</td>
<td></td>
</tr>
<tr>
<td>Canterbury &amp; Christchurch University</td>
<td><a href="http://www.canterbury.ac.uk/courses/prospectus/postgraduate/courses/advanced-practice-nursing-midwifery.asp">http://www.canterbury.ac.uk/courses/prospectus/postgraduate/courses/advanced-practice-nursing-midwifery.asp</a></td>
<td>MSc Advanced Practice</td>
<td>For nursing and midwifery and occupational therapy practitioners addressing all four pillars of practice.</td>
</tr>
<tr>
<td>Edinburgh Napier University</td>
<td><a href="http://www.courses.napier.ac.uk/W72701.htm">http://www.courses.napier.ac.uk/W72701.htm</a></td>
<td>MSc Advanced Practice</td>
<td>This appears to focus on nursing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PgDip</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>PgCert</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distance learning</td>
<td></td>
</tr>
<tr>
<td>Kingston University</td>
<td><a href="http://www.kingston.ac.uk/postgraduate-course/advanced-practice-healthcare-msc/">http://www.kingston.ac.uk/postgraduate-course/advanced-practice-healthcare-msc/</a></td>
<td>MSc Advanced Practice</td>
<td>Interprofessional programme. Personal, professional and leadership development in advanced practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PgDip</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PgCert</td>
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<td>PT</td>
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</tbody>
</table>
## 2 Learning and Development Opportunities

### Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities

<table>
<thead>
<tr>
<th>Provider</th>
<th>Source</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeds Metropolitan University</td>
<td><a href="http://courses.leedsmet.ac.uk/advancedpractice_msc">http://courses.leedsmet.ac.uk/advancedpractice_msc</a></td>
<td>MSc Advanced Practice</td>
<td>This course aims to equip healthcare practitioners with the knowledge and skills required to lead and develop practice, diagnostics, therapeutics, decision-making and clinical management.</td>
</tr>
<tr>
<td>The Open University</td>
<td><a href="http://www3.open.ac.uk/study/postgraduate/qualification/f52.htm">http://www3.open.ac.uk/study/postgraduate/qualification/f52.htm</a></td>
<td>MSc in Advancing Professional Practice PT</td>
<td>For healthcare practitioners; focuses on managing change, analysing skills; research; innovation;</td>
</tr>
<tr>
<td>University of Bolton</td>
<td><a href="http://www2.bolton.ac.uk/coursefinder/DisplayCourse.aspx?ProgId=fc2039e-b345-4d0b-8c14-de69aad09637">http://www2.bolton.ac.uk/coursefinder/DisplayCourse.aspx?ProgId=fc2039e-b345-4d0b-8c14-de69aad09637</a></td>
<td>MSc Advanced Practice (Health and Social Care) PT</td>
<td>For health and social care advanced practitioners. Focus on developing clinical skills and leadership at an advanced level.</td>
</tr>
<tr>
<td>University of Central Lancashire</td>
<td><a href="http://www.uclan.ac.uk/information/courses/msc_advanced_practice_health_and_social_care.php">http://www.uclan.ac.uk/information/courses/msc_advanced_practice_health_and_social_care.php</a></td>
<td>MSc Advanced Practice PgDip Enhanced Practice PgCert Enhanced practice PT</td>
<td>Enable influencing care of individuals through leadership and change management strategies.</td>
</tr>
<tr>
<td>University of Chester</td>
<td><a href="http://www.chester.ac.uk/postgraduate/advanced-practice">http://www.chester.ac.uk/postgraduate/advanced-practice</a></td>
<td>MSc Advanced Practice PgDip PgCert PT</td>
<td>Facilitate health and social care professionals postgraduates to utilise higher level critical, analytical and reflective skills within academic and practice environments.</td>
</tr>
</tbody>
</table>
### 2 Learning and Development Opportunities

#### Pillar of Practice: 5. Integrated Capabilities - learning and development opportunities

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<tr>
<th>Provider</th>
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</tr>
</thead>
<tbody>
<tr>
<td>University of Derby</td>
<td><a href="http://www.derby.ac.uk/health-sciences/radiography/advanced-practice-msc">http://www.derby.ac.uk/health-sciences/radiography/advanced-practice-msc</a></td>
<td>MSc Advanced Practice PgDip PgCert FT or PT</td>
<td>For nursing, health professionals, and professionals involved with service improvement; includes interim awards at PG Cert levels in Osteoporosis and falls management, bone densitometry reporting, leadership in healthcare improvement and advanced practice. Interim awards at PG Dip level in advanced practice and medical ultrasound.</td>
</tr>
<tr>
<td>University of Dundee</td>
<td><a href="http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_msc.htm">http://www.dundee.ac.uk/postgraduate/courses/advanced_practice_msc.htm</a></td>
<td>MSc Advanced Practice PgDip PgCert Full Time (FT) or Part Time (PT)</td>
<td>This appears to focus on nursing; for students and service providers; can be individually tailored to areas of professional practice.</td>
</tr>
<tr>
<td>University of East Anglia</td>
<td><a href="http://www.uea.ac.uk/nam/nursing-and-midwifery/msc-advanced-practitioner%3a-nurse">http://www.uea.ac.uk/nam/nursing-and-midwifery/msc-advanced-practitioner%3a-nurse</a></td>
<td>MSc Advanced Practice One year FT</td>
<td>For nurses, midwives and AHPs.</td>
</tr>
</tbody>
</table>
### 2 Learning and Development Opportunities

<table>
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<tr>
<th>Provider</th>
<th>Source</th>
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</tr>
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<tbody>
<tr>
<td>University of Stirling</td>
<td><a href="http://www.nm.stir.ac.uk/applicants-pg/advanced-practice-masters.php">http://www.nm.stir.ac.uk/applicants-pg/advanced-practice-masters.php</a></td>
<td>MSc Advanced Practice</td>
<td>For health, social care, voluntary and public sector practitioners.</td>
</tr>
<tr>
<td>University of the West of Scotland</td>
<td><a href="http://www.uws.ac.uk/postgraduate/advanced_clinical_practice">http://www.uws.ac.uk/postgraduate/advanced_clinical_practice</a></td>
<td>Pg Certificate Advanced Clinical Practice</td>
<td>This appears to focus on nursing; for practitioners at and working towards advanced practice levels; aims to support advanced practice.</td>
</tr>
<tr>
<td>University of West London</td>
<td><a href="http://courses.tvu.ac.uk/CourseDetails.aspx?CourseInstanceID=26255&amp;SearchType=advanced&amp;KeyWord=&amp;rptindex=2&amp;isSorted=0&amp;img=img&amp;sortname=null&amp;count=0&amp;Sub=Select&amp;StudyLevel=7&amp;Mode=&amp;Campaign=&amp;Qualification=&amp;Location=&amp;Duration=&amp;International=&amp;Year=&amp;Month=&amp;Code=&amp;PageSize=20">http://courses.tvu.ac.uk/CourseDetails.aspx?CourseInstanceID=26255&amp;SearchType=advanced&amp;KeyWord=&amp;rptindex=2&amp;isSorted=0&amp;img=img&amp;sortname=null&amp;count=0&amp;Sub=Select&amp;StudyLevel=7&amp;Mode=&amp;Campaign=&amp;Qualification=&amp;Location=&amp;Duration=&amp;International=&amp;Year=&amp;Month=&amp;Code=&amp;PageSize=20</a></td>
<td>MSc Advancing Practice PgDip PgCert</td>
<td>For health and social care professionals.</td>
</tr>
</tbody>
</table>
3 Framework Development Process

- Location of relevant documents by members of the MSK Short Life Working Group
- Pragmatic thematic analysis of relevant documents in relation to each pillar of practice to identify overlap, with expert discussion within the Short Life Working Group
- Discussion with relevant experts where appropriate
- Location and use of relevant existing frameworks relating to each pillar of practice
- Writing of new guidance points to incorporate the results of thematic analysis of discussion, with reference to descriptors of the appropriate level of the Career Framework (Level 7: Skills for Health, 2010) and of the Scottish Credit and Qualifications Framework (Level 11: SCQF, 2009).
- Writing of guidance points that illustrate where roles require integrated capability development that spans the four pillars of practice
- Mapping of each pillar of practice against the Knowledge and Skills Framework (Agenda for Change Project Team, 2004)

- Sourcing important documents that provide expanded guidance or requirements (e.g. in relation to prescribing) review by relevant stakeholders and Professional Groups, including refinement of any profession-specific guidance points – part of consultation
- Two stages of review within the Short Life Working Group
The remit of the MSK Advanced Practice Short-Life Working Group was to develop an education and development framework and prepare guidance documentation for NHS Boards to ensure a consistent approach to implementation.
AHP Advanced Practice Education and Development Framework (Musculoskeletal)

Published Autumn 2012

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